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CHADDOCK

A SCHOOL AND
HOME FOR BOYS

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FINLAY HALL, THE ADMINISTRATION BUILDING

CHADDOCK

*A School and Home
for Boys*

1929-30

QUINCY, ILLINOIS



MARY M. KITTEL MEMORIAL HALL

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Foreword



OUR desire in sending out this catalog is to present to those interested as correct and accurate a description of the school as we may be able to do.

We purpose in no way to have things appear different or better than they are. Many of our patrons have said, "To understand the Chaddock Boys' School, you must visit it."

There are many expensive schools for boys who are abundantly able to pay the price. This is fortunate, for there are hundreds of young boys who can pay any price and well afford it for the privilege of a good school.

There are also hundreds of boys, fine, strong, wholesome lads, whose pulses throb, whose red blood quickens at the very thought of life. These boys are ambitious too, but the death of one or both their parents has taken from their lives at the very outset their natural supporters. Full of marvelous possibilities for good, at the very base of the steep hill that leads upward to the summit of Christian manhood, stand these boys alone, unaided, questioning.

To meet the needs of these and any other boys who must be away from home during these early years Chaddock, a Christian Home and School for boys, combining efficiency and economy, was founded in 1899.

The real things in the life of any school, those which distinguish one educational institution from another and give character and individuality to their work, cannot be told. It must be seen and felt to be appreciated.

Eva Christine Knudsen
Superintendent

BOARD OF TRUSTEES

President, GEORGE H. WILSON

Vice-President, D. L. MUSSELMAN

Vice-President, HERMAN H. BROWN

Secretary, JOSEPH L. THOMAS

Treasurer, W. J. SINGLETON

PARKER SHIELDS
BERTHA A. BEADLES
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W. A. FIFER
IRA R. CALKINS
ARTHUR H. SMITH
GEORGE L. LOSH
FRANCIS A. McCARTY
ALDO K. GERMANN
WILLIAM G. PULLIAM

GEORGE CACHEUX
C. F. JUVINALL
MRS. C. C. GRIMMETT
H. L. GRISWOLD
THOMAS B. LUGG
ARCHIBALD K. BYRNS
ROBERT W. HALBACH
S. H. THOMPSON
ARTHUR R. GRUMMON
MRS. EVA C. FIELDS

FACULTY AND OFFICERS

WILLIAM G. PULLIAM, B.D., President

MRS. EVA C. FIELDS, Superintendent

BERTHA A. BEADLES, Assistant Superintendent

MARY E. WILLIAMSON, A.B., Principal—Bible and Printing

FENNA ROSENBOOM, Secretary

BESSIE W. MUSICK, Assistant Secretary

I. H. NEECE, M.D., Special Lecturer

SYLVIA L. BEADLES, Ph.B., English, Latin, Algebra

ARTHUR B. CAMPBELL, B.S., History, Geometry, General Science

ETHEL HANCOCK, Seventh and Eighth Grades

M. EDNA LUKENS, B.S., Fifth and Sixth Grades

MRS. VIOLET WATTMAN, Primary Grades

*MRS. ANNA M. KELLOGG, Librarian and Bible Teacher

T. E. MUSSELMAN, A.M., Nature Study

RUTH L. BROWN, Piano and Voice

ANDREW M. MERCKER, A.B., Manual Training

JOSEPH R. POLK, Farm Manager

EVELYN CALDWELL, Housemother

AILEEN DUNN, Housemother

GRACE E. HENTERSHEE, Housemother

*On leave of absence during the year 1929-1930.



OSBORNE HALL, WHERE THE BOYS DINE

Well Rounded School Life



HADDOCK has proven especially attractive, not only because of the delightful home atmosphere, but because of the many interests not directly connected with the prescribed curriculum.

Here the boy is given opportunities seldom provided in preparatory schools, and advantages which assure a well rounded course of training and sound individual success.

Thirty-one acres of land, including a beautiful, wooded campus and a fine athletic field, provide the ideal setting for Chaddock, a school and home for boys, located in Quincy, Illinois.

Chaddock is situated in the eastern part of the city, adjoining Madison Park, which adds greatly to the beauty of the location. It is two miles from the river, in the Mississippi highlands, close enough to the center of the city and just far enough out, fronting on one of the very finest residential districts of Quincy. It is two blocks from the electric car line, and within fire-protection limits.

Several acres of farm land are sufficient to furnish an excellent experimental station in connection with the school agricultural department.

Accessibility

From the Station to the C. B. & Q. Railway take the electric and transfer at Fifth and Maine Streets to the Baldwin bus. From the Station of the Wabash walk two blocks north to the corner of Sixth and Maine Streets and take a Baldwin bus.

Get off at 24th Street, walk one block south to the main entrance of the grounds.



SCHOOL LOYALTY IS FOSTERED BY THE INTERSCHOLASTIC GAMES ARRANGED EACH YEAR

The School Gardens

The continuance of national prosperity and the spiritual welfare of our citizenship depends more and more upon a mutual understanding each of the other's mode of living. A vast majority of our people have a rural background, almost half now live in the country. Sympathetic and wholesome relationship can be maintained between urban and rural America, industrial, professional and agricultural life, only as we maintain intelligent vital contact with each.

Chaddock does this to an exceptional degree. The most successful lawyers, merchants, bankers, doctors, industrial and educational leaders in Quincy are our trustees and co-laborers. Some of the finest homes are our nearest neighbors and covet fellowship



THE GLEE CLUB MERITS THE APPRECIATION OF
ITS RESPONSIVE AUDIENCES

with Chaddock. On the other hand, on our thirty-one acres of land we have our School Gardens, our pasture land, and our beautiful campus with lawn, flowers, shrubs and trees. Emphasis is placed upon contact with the Soil, with agricultural tasks, and with the beauty of God's "out of doors".

For over ten years Joseph R. Polk, Farm Manager and Custodian of Grounds, has held the largest place of leadership and service in this department. His paternal personality constrains the fellowship and affection of the boys. By his fine exemplary spirit, dignity, honor and pleasure are given to labor on campus, in garden and with the dairy herd.



IN THE WELL FILLED LIBRARY THE BOY IS BROUGHT IN CONTACT WITH THE
WORLD'S GREATEST THINKERS

The Library

An unusual opportunity is offered to the boys of Chaddock in the excellent library, which is open every day for the boys to come in and read, or to check out books. About twenty-eight hundred volumes, so classified according to the Dewey Decimal System that they are easily available for use, are on the library shelves. Reference books of a general nature include the World Book, the New International Encyclopedia, and the Britannica.

The boys' work in science, geography and history is made more living and real to them by our files of pictures and by the current magazines—National Geographic, Outlook, Travel, Literary Digest, World's Work, Popular Mechanics, Scientific American and many others. Furthermore, the Reader's Guide



A BOYS' HOME

to Periodical Literature, to which we subscribe, serves as an index to magazine articles and makes accessible the material in the bound files of magazines of past months and years.

Works for supplementary reading in all subjects, books designed to attract and interest the boys in aspects of their work which can only briefly be covered in class, and to lead them voluntarily into further study than the requirements of the course demand, have been carefully selected. We are especially proud of our collection of Biblical literature, which serves to supplement and enrich our graded Bible courses.

The recommendations of the American Library Association, of the Illinois Pupils' Reading Course, and the list of books approved for grade and high school reading by the National Council of Teachers in connection with the Bureau of Education have



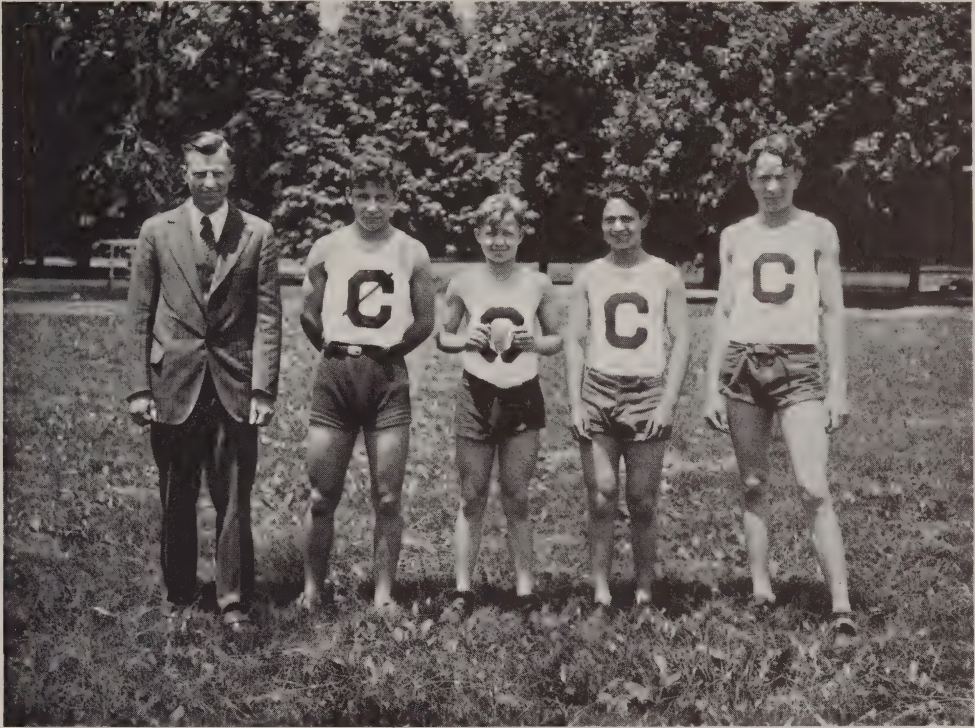
THE YOUNGER BOYS HAVE THEIR OWN CAREFULLY PLANNED PROGRAM OF ACTIVITIES

helped to determine our selection from standard and contemporary literature. Every effort is made to encourage voluntary reading, and to establish in the growing boy a taste for the finest in literature.

Exercise Under Intelligent Leadership

Experience has shown that the boys need moderate exercise under intelligent leadership. The boys have this through drills, setting up exercises, and short marches. They care for their own rooms and these rooms are subject to inspection each morning.

This part of the school life should promote personal pride and self respect, develop mental, moral and physical courage, and teach self-control and the importance of ready obedience to all lawful orders.



WHETHER IN FOOTBALL, BASKETBALL, TRACK, BASEBALL OR TENNIS EACH
CHADDOCK BOY IS TAUGHT TO "PLAY THE GAME"

Comprehensive Athletic Program

Football, basketball, track, baseball, tennis, and the physical education program offered at Chaddock give each boy a chance to match his strength, skill, speed, and alertness against an opponent closely akin to himself.

So far as possible, all of the physical education work is conducted each day out of doors where the boys of average physiques grow into well developed and sound individuals.

Not only does each boy receive special attention, but Chaddock teams competing with other teams in the Quincy Junior High School league, develop on the part of the players those essential qualities as loyalty, fellowship, co-operation and leadership.



KEEN COMPETITION EXISTS AMONG THE VARIOUS INTRA-MURAL TEAMS.

At Mounds, one of Quincy's most beautiful parks, a large municipal swimming pool has been constructed. Chaddock boys are permitted to use this at a minimum charge. Accompanied by some of the men on our faculty as well as supervised and directed by the life guards at the pool, the boys find great delight in their frequent visits to this pool.



THE FUNDAMENTALS OF PRINTING AND APPRECIATION OF THE GRAPHIC ART
ARE CAREFULLY TAUGHT AT CHADDOCK

The unusual health that the boys enjoy is the result quite as much of well directed recreation as of the regular daily habits, wholesome diet, modern sanitary buildings with spacious grounds affording much out-of-door life.

Manual Training and Mechanical Drawing

The Manual Training Course consists of bench work in wood, and suitable work is provided for students beginning at the fifth grade.

Every object or model made is of some particular use, thus emphasizing the practical as well as the theoretical side of the subject. The various objects representing the proposed course



AMUSEMENTS EMBRACE A WIDER SCOPE THAN IS POSSIBLE IN THE ORDINARY HOME SCHOOL

have been carefully selected on the basis of their attractiveness and the beneficial training the students derive in their making. Students who are assigned advanced work have excellent opportunities for making attractive, yet easily made, furniture or cabinet work.

The Mechanical Drawing involves elementary geometrical problems at first, then detail drawings are made of the various objects in the Manual Training Course, and the student has an opportunity of proving the correctness and value of his work when he is required to make the model from his own drawing.



VIGOROUS, WHOLESOME EXERCISE BALANCES THE RECITATION AND STUDY PERIODS

Separate Activities For The Smaller Boy

Much might be said of the special advantages our school affords young boys from six to twelve years of age.

They have a separate cottage presided over by their own house-mother where they have toilet, bath and other individual necessities entirely separate from the older boys.

They have their own play grounds and are separated from the older boys at all times, except for formations where they have only a short part.

They have a study room of their own and do all of their work under the supervision of the teachers.

Understanding and Appreciation of Music

Next to a touch of home life and to well regulated athletics nothing tends to make school life more pleasant and happy to the average boy than plenty of music. We have made much of the music department, engaging only the most thorough musicians.

It is the aim of the instructors of this department to awaken and develop musical understanding and appreciation.

In establishing the rudimentary principles, the interest of the pupil will be stimulated by training the ear, improving the memory and cultivating the feeling for melody, harmony and rhythm.

PIANO

Our efficient teacher in the Piano and Vocal departments, received her musical education at the Illinois Woman's College, and later at Millikin University Conservatory of Music, where she graduated in piano, pipe organ and voice and was a member of the faculty for a number of years, continuing her post-graduate work in Chicago. She is unsparing in her efforts to cultivate in the pupils a true appreciation of music, and to assist them in acquiring that confidence and self possession so necessary to the proper development of musical talent. The piano is really the foundation of all instrumental music, and our aim in its study is to give a means of expression to the student.

VOCAL

All students receive instruction in vocal music. The course includes unison and part singing and drill in chorus work, as well as a study and part singing and drill of the great Masters. A Glee Club is selected, composed of those who pass the test of voice and musical ability, at the beginning of the school year.

Through the enthusiasm and earnest efforts of the instructor in this department, the boys have a genuine love for this work, and are very often called upon to bring their message in song to various audiences.

PRIVATE LESSONS

Our Violin and Cornet pupils are in charge of two of Quincy's best musical directors. Arrangements for private lessons on either piano, violin or cornet may be made with the Superintendent.

Training For Christian Manhood

Chaddock holds the Christian conviction that the greatest need is Love. While a boy in early years is dependent for the silver and gold to supply his material needs, the paramount hunger of his awakening life is for Love, and Love above all is essential to bring him to Christian manhood. The boy, therefore, from the broken home, the boy with the inner circle of love snatched away, is a welcome lad at Chaddock. The largest gift that home, or father, or mother has for the boy is Love. This is also Chaddock's first and strongest purpose.

Great care is taken to lay good foundations for study, as well as for work and play. Because of the advantage through foundation work, we prefer to have the boys begin their school work in Chaddock in these early years.

Inspiring A Larger Faith

The great opportunity afforded here to set the feet of these lads in the right path before some one else sets them in the wrong one inspires an enlarging faith. We believe the friendship of God and men will enable us not only to take care of seventy as we now do but also at least as many more of those whom we have been turning away each year.

Outstanding Advantages

As an institution which can adequately serve both as a school and a home, its outstanding advantages may be summarized as follows:

The individual attention given the young boys through these formative years.

Insistence upon a good foundation in all subjects studied.

The unusual homelike atmosphere that prevails.

The healthfulness and beauty of location and spacious grounds.

The wholesome comradeship of the lads.

The dairy conducted on sanitary principles supplying an abundance of fresh milk.

The fine opportunity offered for practical work in connection with our Agricultural Department.

The Christian spirit which pervades the whole life of the School and home.



“As on one hand it should ever be remembered that we are boys and boys at School, so on the other hand we must bear in mind that we form a complete social body—a society, in which, by the nature of the case, we must not only learn, but act to live; and act and live not only as boys, but as boys who will be men.”

—*Rugby Magazine.*

COURSE OF STUDY

The following course of study is arranged to conform to the requirements of the best schools in the country. Our High School is recognized by the State Department of Public Instruction as being in the matters of equipment, course of study, and instruction in accord with the requirements of that office and the law of Illinois for a recognized two-year high school. Our students are entitled to entrance with junior standing into any recognized four-year high school in the State.

Boys are dealt with as individuals. Each boy is advanced as rapidly as is consistent with accurate scholarship.

FIRST YEAR

Reading: Primer and First Reader with supplementary reading. Phonics.
Spelling: Words chosen from general lessons and daily vocabulary. (Second semester)

Language: Stories from the classics, poems, picture study.

Numbers: Combinations from one to ten. Concrete work.

Physiology and Hygiene: Personal health and habits. Health plays.

Bible: Selected stories and hymns, Scripture selections and books of the Bible memorized.

Writing: Forms of letters.

Construction Work: Paper cutting, folding, and clay modeling.

Nature Study: Recognition of common birds, animals, and flowers.

General Exercises: Music, drawing, games, physical training.

SECOND YEAR

Reading: Second Reader with supplementary reading. Phonics. Phrases.

Spelling: Lippincott's Horn-Ashbaugh Spelling Book.

Language: Stories from classics, poems, and picture study.

Numbers: Fundamentals in combinations.

Physiology and Hygiene: Personal health and habits. Health plays.

Bible: Selected stories and hymns. Scripture selections and books of the Bible memorized.

Writing: Approved methods.

Nature Study: Recognition of common birds and their songs, animals, flowers, and trees.

General Exercises: Music, drawing, games, and physical training.

THIRD YEAR

Reading: Third Reader with supplementary reading.

Spelling: Lippincott's Horn-Ashbaugh Spelling Book.

Language: Stories from classics, poems, oral and written work with stress on correct usage, capitals, terminal marks, and picture study.

Arithmetic: Standard Service Arithmetic. Grade Three.

Physiology and Hygiene: Personal health and habits.

Bible: Selected stories and hymns, Scripture selections and books of the Bible memorized.

Writing: Approved methods.

Nature Study: Recognition of twenty common birds and their songs, five wild animals, twenty wild flowers and weeds, two stars and four constellations.

General Exercises: Music, drawing, construction work, and physical training.

FOURTH YEAR

Reading: Fourth Reader with supplementary reading.

Spelling: Lippincott's Horn-Ashbaugh Spelling Book.

Language: Composition, punctuation, poems, picture study, and letter writing.

Arithmetic: Standard Service Arithmetic. Grade Four.

Physiology and Hygiene: Personal health and habits.

Bible: Everyday Religion by Elizabeth Colson.

Geography: Home Geography. Journeys in Distant Lands by Barrows-Parker.

Nature Study: Recognition of twenty common birds and their songs, twenty trees, twenty wild flowers and weeds, four mushrooms, two stars and four constellations, five wild animals and the difference between a lizard and a salamander.

Writing: Approved methods.

General Exercises: Music, drawing, construction work, and physical training.

FIFTH YEAR

Reading: Bolenius Fifth Reader. Simplified classics.
Spelling: Lippincott's Horn-Ashbaugh Spelling Book.
Language: Composition, picture study, stress on correct usage, and dictionary drill.
Arithmetic: Standard Service Arithmetic. Grade Five.
Physiology and Hygiene: Health and Success by Andress and Evans.
Geography: United States and Canada by Barrows-Parker.
Bible: A Story of Jesus the Christ by Hoyt.
History: Makers of America by Woodburn and Moran.
Penmanship: Approved methods.
General Exercises: Music, drawing, manual training, physical training, and nature study.

SIXTH YEAR

Reading: Bolenius Sixth Reader. Simplified classics.
Spelling: Lippincott's Horn-Ashbaugh Spelling Book.
Language: Composition, picture study, stress on correct usage, and dictionary drill.
Arithmetic: Standard Service Arithmetic. Grade Six.
Physiology and Hygiene: Health and Good Citizenship by Andress and Evans.
Bible: Travel Book for Juniors by Hanson.
Geography: Europe and Asia by Barrows-Parker.
History: Dawn of American History in Europe, Revised Edition, by Nida.
Penmanship: Approved methods.
General Exercises: Music, drawing, manual training, physical training, and nature study.

SEVENTH YEAR

Literature: Literature in the Junior High School by Bolenius. Reading and Living—Book One by Hill and Lyman. Training in reading habits.
Orthography: Word analysis. Phonics. Dictionary Work by Cavins.
Grammar and Composition: Essentials of English by Pearson and Kirchwey.
Arithmetic: Standard Service Arithmetic. Grade Seven.

Geography: Southern Lands by Barrows-Parker. Contract method.
Individual projects and socialized recitation.
History: Period of settlement. Revolutionary period. Development of
Constitution. Early Administrations. Contract method.
Physiology: Science and the Way to Health by Andress and Brown.
Contract method.
Bible: Life and Times of Jesus by Grant. Bible drills.
Penmanship: Approved methods.
General Exercises: Music, drawing, manual training, physical training,
nature study.

EIGHTH YEAR

Literature: Literature in the Junior High School by Bolenius. Reading
and Living—Book Two by Hill and Lyman. Training in reading
habits.
Orthography: Word Analysis. Phonics. Dictionary Work by Cavins.
Grammar: Studies in Grammar by Hermans.
Arithmetic: Standard Service Arithmetic. Grade Eight.
History: National Development. Contract method. (First semester)
Geography: Nations as Neighbors by Packard and Sinnott. Contract
method. (Second semester)
Agriculture: General agriculture and gardening.
Civics: Lessons in Citizenship by Turkington, Mugan, and Pritchard.
Contract method.
Bible: Life and Times of Jesus by Grant. Bible drills.
Penmanship: Approved methods.
General Exercises: Music, drawing, manual training, physical training,
nature study.

HIGH SCHOOL

FIRST YEAR

English: Review of Grammar. Principles of composition. Classroom
study of such classics as Ivanhoe, Merchant of Venice, Treasure
Island, and selected poems. Current magazines. Outside reading:
Fiction, biography, travel. Standard and contemporary literature.
Algebra: Beginning Algebra into quadratics.
Latin: Latin for Today by Gray and Jenkins. Special emphasis on the
relation of Latin to English. Readings in Roman history and
mythology.

General Science: An elementary course in preparation for the study of the senior high school sciences.

Bible: Paul of Tarsus by Atkinson.

Printing: Operations of the trade. Information topics. Practical shop work.

SECOND YEAR

English: Composition and rhetoric. Classroom study of such classics as *Lady of the Lake*, *Julius Caesar*, *Tale of Two Cities*, and selected poems. Current magazines. Outside reading: Fiction, biography, travel. Standard and contemporary literature.

Plane Geometry: *Modern Plane Geometry* by Stone-Mallory.

Latin: *Latin for Today* by Gray and Jenkins—Second Course. Readings in Roman history and mythology. *Caesar's Commentaries*.

History: *Early European Civilization* by Ashley.

Bible: *Spread of Christianity* by Hutchinson.

Printing: Operations of the trade for speed and accuracy. Information topics. Practical shop work.

Discipline

It is recognized by Chaddock Boys, quite from the first, that truthfulness, honesty, clean speech, and clean living are confidently expected. The whole tone of the school emphasizes these and all Christian virtues.

Habits of promptness, regularity and perseverance form an important part of a boy's education and must be cultivated in him.

Discipline comes through liberty. When a boy is master of himself he is disciplined, not when he is over-mastered. Insistence upon what is right develops the habit of right.

Teachers should be able to feel that they will have the support and sympathy of parents, guardians, or friends, in taking that course which will be most profitable for their boys, even though it may not, for the time being, prove to be the most pleasant.

All boys have a desire to be self governing. While this is not possible in the fullest sense, a boy may be given the opportunity

to control himself. Any amount of effort from without will not benefit him as much as a small amount of effort on the boy's part from within.

By entering a boy, parents, guardians, or friends thereby engage to co-operate with the superintendent and faculty in carrying out the rules and regulations of the School.

Any one who cannot readily comply with our request regarding these matters should not apply for admission.

TERMS

*Registration fee	\$ 10
Tuition and board	500
Uniforms:	
Dress: Coat, trousers and cap	27
Service: 1 coat, 3 trousers, 1 sweater, 2 shirts, wool cap, over-seas cap, belt and tie	28
Laundry and Mending	50

*The registration fee applies to old and new students alike.

Payments

First Semester—Tuition and Board	\$250
Second Semester	250

In addition to Tuition and Board incidental expenses must be paid First Semester.

The above statement of terms includes board, tuition and laundry of colored clothes, etc., but does NOT INCLUDE PERSONAL EXPENSES.

Books are not furnished, but may be rented according to grade from \$2 to \$8 per year.

No student will be received for a shorter period than a full semester except on special written agreement.

No deduction will be made on account of Pupil's dismissal for misconduct, withdrawal, or absence, except by reason of prolonged illness.



MANUAL TRAINING STUDENTS HAVE EXCELLENT OPPORTUNITIES FOR MAKING ATTRACTIVE AND USEFUL FURNITURE

Personal Expenses

Not less than \$10 must be constantly on hand for each boy's personal needs. An itemized bill will be rendered monthly to the parents or guardians, and all unused money returned at the close of the school year.

The allowance of too much spending money never fails to prove a great hindrance to mental and moral improvement, and it is advised that all matters pertaining to the same be left to the discretion of the Superintendent. The School does not assume responsibility for funds sent directly to the students.

A charge of \$15 will be made to pupils remaining at the School during the holidays.

Athletic fee, \$10.

Guests may, with the permission of the Superintendent, be entertained at a charge of \$2.50 per day.

Cartage of baggage is charged at 50 cents per piece.

A fee of \$10 will be charged for use of tools in Manual Training Room, and a charge made for cost of materials used.

ROLL OF STUDENTS

AIRSMAN, JOHN	Jacksonville, Illinois
BABB, GEORGE	Macomb, Illinois
BAILEY, DAVID	Decatur, Illinois
BAILEY, SAMUEL	Decatur, Illinois
BISSELL, JOHN	Springfield, Illinois
BISSELL, STANLEY	Springfield, Illinois
BLAKEMAN, KENNETH	Beardstown, Illinois
BRIGGS, JOHN	Quincy, Illinois
BRODERICK, THEODORE	Shanghai, China
BROWN, BERNARD	Springfield, Illinois
BROWN, WILLARD	Springfield, Illinois
BROWNLEE, CARL	Macomb, Illinois
BROWNLEE, WALTER	Macomb, Illinois
BUGG, JAMES	Mayfield, Kentucky
BUTLER, WALTER	Alpha, Illinois
CHOCKLEY, CLYDE	Littleton, Illinois
CLAYTON, WESLEY	Jacksonville, Illinois
COOPER, FRANK	Inez, Kentucky
COUPLAND, DON	Aurora, Illinois
CRECELIUS, CHARLES	Bicknell, Indiana
CRECELIUS, RONALD	Bicknell, Indiana
DAVIS, HAROLD	Watseka, Illinois
DICKINSON, CEDRIC	Springfield, Illinois
DICKINSON, GERALD	Springfield, Illinois
DICKINSON, JOHN PAUL	Springfield, Illinois
DICKINSON, ROBERT	Springfield, Illinois
DIEDERICH, PAUL	Chicago, Illinois
FISHER, ALLEN	Delavan, Illinois
FREVILLE, EMIL	Normal, Illinois
FREVILLE, JOE	Normal, Illinois
GALBRAITH, DOYLE	Urbana, Illinois
GREEN, DELBERT	Siloam, Illinois

GRIMES, PAUL	Quincy, Illinois
HINKLE, FRANKLIN	Tulsa, Oklahoma
HINKLE, GEORGE	Tulsa, Oklahoma
HOLSTINE, ARTHUR	Urbana, Illinois
HURLEY, LOREN	Lincoln, Illinois
JACKSON, DONALD	Des Moines, Iowa
JONES, JAMES	Springfield, Illinois
JONES, JOHN	Springfield, Illinois
KROH, PHILIP	St. Louis, Missouri
KUNTZI, MERLE	Clinton, Illinois
KUNTZI, ELMER	Clinton, Illinois
KUNTZI, WILBUR	Clinton, Illinois
LACY, JASPER	Urbana, Illinois
MALLINSON, ELDON	Mt. Pulaski, Illinois
MALLINSON, FREEMAN	Mt. Pulaski, Illinois
MATHENY, ORVILLE	Pawnee, Illinois
MEANS, LAMAR	Saybrook, Illinois
MEDARIS, FRANK	Pittsfield, Illinois
MOORE, HARRISON	Keokuk, Iowa
MOORE, RENAUD	Keokuk, Iowa
MULLIS, LEONARD	West Union, Illinois
NORTH, CLYDE	Decatur, Illinois
NORTH, RICHARD	Decatur, Illinois
O'CONNOR, WALTER	Auburn, Illinois
PETTY, DONALD	Pittsfield, Illinois
PETTY, JUNIOR	Pittsfield, Illinois
PEYTON, ROBERT	Beardstown, Illinois
PEYTON, ROY	Beardstown, Illinois
PULLIAM, FRANCIS	Quincy, Illinois
RAUB, HAROLD	Meredosia, Illinois
READ, JAMES	Quincy, Illinois
REXROAT, GERALD	Jacksonville, Illinois
SCHAEFFER, MELVIN	Chicago, Illinois
SHORT, LEWIS	Kinderhook, Illinois

CHADDOCK — A SCHOOL AND HOME FOR BOYS

SMITH, DWIGHT	Springfield, Illinois
SMITH, HOWARD	Springfield, Illinois
SPICER, NORMAN	Quincy, Illinois
SWARRINGIM, HOWARD	Jacksonville, Illinois
TAYLOR, DELBERT	Warsaw, Illinois
VARNER, WILLIS	Hillsboro, Illinois
WADE, GRAYSON	Tower Hill, Illinois
WHITTAKER, JUNIOR	Quincy, Illinois
WHITTAKER, WOODROW	Quincy, Illinois
WOOD, EVERETT	Quincy, Illinois
ZIMMER, CLARENCE	San Jose, Illinois
ZWICK, RAY	Aberdeen, South Dakota



SCHOOL SERVICE

THE
APR 10 1931
UNIVERSITY OF ILLINOIS

OUTFIT

- 1—Laundry bag.
- 1—Rug 5x6 a convenient size.
- 8—Turkish towels, 6 face cloths.
- 4—Single sheets.
- 2—Pairs of blankets, medium size.
- 1—Army or colored blanket to cover single bed.
- 8—Waists or shirts, 2 of which are white.
- 2—Pairs of unionalls.
- 3—Pairs of pajamas.
- Sufficient underwear.
- Generous supply of hose and handkerchiefs.
- Black shoes for dress.
- High topped shoes for everyday wear are purchased upon arrival at school.
- Bath robe and bedroom slippers.
- Sweaters, rubbers, rain coat and cap.
- 12—Napkins. Napkin ring marked.
- Comb and hair brush.
- Brushes for teeth, nails, shoes, and clothes.
- Nail file, tooth paste, and soap.
- Military suits are purchased upon arrival at school.
- Every article should be marked with FULL NAME.
- A charge will be made for all articles to be marked by the House-mother.
- Trunks must be marked with name and residence printed on both ends, so that in case of mis-carriage they may be easily traced and recovered.

